



Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

August 30, 2023

DIVISION MEMORANDUM
No. **423**, s. 2023

2023 PILOT HEALTHY LEARNING INSTITUTIONS

To: OIC, Office of the Assistant Schools Division Superintendent
Chief Education Supervisor, CID
OIC, Office of the Chief Education Supervisor, SGOD
Public Schools District Supervisors
Heads of Public Elementary and Integrated Schools
All Others Concerned

1. Attached is Joint Administrative Order No. 2022-001 dated March 14, 2022 titled **“Guidelines on Healthy Settings Framework in Learning Institutions”**, which is self-explanatory and for the information of all concerned.
2. Anent this, this Office has identified (30) schools for the pilot implementation of Healthy Learning Institutions. School Heads of the pilot schools are strongly enjoined to fully support the program. Attached is the list of the pilot schools.
3. For questions and concerns, please contact **Dr. Joy Arnold T. Lejos**, Medical Officer III at mobile number 09216433003.
4. Immediate dissemination of and compliance with this memorandum are desired.


MIGUEL MAC D. APOSIN EdD, CESO V
Schools Division Superintendent

Enclosure: As stated

Reference: DOH, DSWD, DEPED, CHED, LED, TESDA and DILG Joint Administrative Order No. 2022-0001 dated March 14, 2022 (Guidelines on Healthy Settings Framework in Learning Institutions)

To be indicated in the Perpetual Index
Under the following subjects:

Health Education

Schools

Learners

Communities



Address: Banica, Roxas City
Contact Number: (036) 620 2371
Email Address: capiz@deped.gov.ph
Website: <http://denedcaniz.nh>



**DEPARTMENT OF HEALTH
DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT
DEPARTMENT OF EDUCATION
COMMISSION ON HIGHER EDUCATION
LEGAL EDUCATION BOARD
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT**

MAR 14 2022

JOINT ADMINISTRATIVE ORDER

No. 2022 - DD01

SUBJECT: Guidelines on Healthy Settings Framework in Learning Institutions

I. RATIONALE

Health and education come hand in hand. Health promotion in learning institutions maximizes the positive impact of education in Filipino learners' development. Conversely, education can improve health literacy and behaviour. The settings-based approach for health promotion focuses then on learning institutions which are built environments that provide an avenue for population-based health interventions, age-appropriate health education, and implementation of health-promoting policies.

Pursuant to Republic Act No. 11223 or the Universal Health Care Law, the Department of Health (DOH) through the Health Promotion Bureau is committed to operationalizing healthy learning settings mandated under Section 30 of this law. The Implementing Rules and Regulations (UHC-IRR) Section 30.6-30.10 enshrines the DOH's partnership with education national government agencies, particularly the Department of Education (DepEd), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA), in promoting health literacy and behaviours to their respective stakeholders.

In addition to these national government agencies, the crucial role of the Department of Social Welfare and Development (DSWD) in monitoring and providing technical assistance to the Child Development Centers, the Legal Education Board (LEB) in supervising legal education institutions, as well as the role of the Department of the Interior and Local Government (DILG) in enjoining local governments to support learning institutions are also underscored. The aforementioned agencies have varying degrees of implementation of policies, programs, and other efforts for health education and promotion.

In line with this, the DOH together with the aforementioned agencies issue these guidelines that aim to promote and strengthen health in learning institutions in the Philippines.

2 1

II. OBJECTIVES

This Order aims to provide a framework, through the coordination of DOH, DSWD, DepEd, CHED, LEB, TESDA, DILG, and LGUs, for the establishment and/or strengthening of healthy learning institutions across life stages in the Philippines in support of the UHC Law.

Specifically, it aims to:

1. Outline guiding principles for the realization of healthy learning institutions as envisioned in the UHC Act;
2. Provide a framework for development and prioritization of healthy learning institution programs and/or standards in accordance with existing laws; and
3. Establish a national technical working group to serve as a platform for coordination and sharing of health promotion strategies, interventions, recognition mechanisms, and best practices.

III. SCOPE OF APPLICATION

This Order shall apply to the DOH, DSWD, DepEd, CHED, LEB, TESDA, DILG, their respective attached agencies and offices, Local Government Units, learning institutions under their supervision, and all other concerned entities.

IV. DEFINITION OF TERMS

- A. **Health** - refers to a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization, 1948).
- B. **Health Promotion Framework Strategy (HPFS)** - refers to the 10-year national roadmap on health promotion, which shall be the basis of implementation of health promotion in the country, nationwide and locally.
- C. **Healthy Learning Institutions** - refer to learning institutions that foster health and well-being of learners and personnel. These are learning institutions that have met the standards to be recognized or awarded as such.
- D. **Learning Institutions** - refer to the institutions below that provide education to Filipino students and are encompassed by this policy:

B.1 Child Development Centers - refer to early learning centers, public or private, that offer early education and/or child care programs for children zero (0) to four (4) years old, who are taught by Child Development Teacher(s)/ Worker(s).

B.2 Community Learning Centers - refer to physical spaces to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. These are venues for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life.

B.3 Basic Education Institutions - refer to institutions that provide basic education or education that is intended to meet basic learning needs which provide the foundation on which subsequent learning can be based, including institutions that provide kindergarten, elementary and/or secondary education, as well as alternative learning systems for out-of-school learners and those with special needs.

B.4 Higher Education Institutions (HEIs) - refer to educational institutions, private or public, offering CHED-recognized higher education programs.

B.5 Technical Vocational Institutions (TVI) - refer to institutions, whether public or private, offering Technical Vocational Education and Training registered program(s). These shall include TESDA Technology Institutions, Private Technical Vocational Institutes, Higher Education Institutions (HEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), Training Centers, and enterprises.

B.6 Legal Education Institutions (LEIs) - refer to institutions, whether public or private, offering LEB-registered law programs.

V. GUIDING PRINCIPLES

A. Community Participation

1. Development and implementation of policies and programs pursuant to this Order shall ensure that all learning institution stakeholders are involved in the decision-making processes and implementation strategies. Learning institution stakeholders shall include but are not limited to administrators, teachers and faculty, non-academic personnel, parents/guardians, students, non-government organizations, and the private sector.
2. Processes shall ensure that the aforementioned stakeholders are active actors in the institutionalization of health promotion in learning institutions.
3. The resources of the learning institution shall be maximized to encourage institutional participation, organization, and collaboration.

B. Partnership

1. Policies and programs shall be developed through intersectoral action and collaboration of relevant stakeholders to ensure a whole-of-system approach. The formation of partnerships between and among members of multiple sectors, fields, and levels shall be encouraged to facilitate the realization of advantageous health outcomes.
2. Stakeholders shall be proactive in safeguarding public health from partnerships with a conflict of interest, such as, but not limited to tobacco, breast milk substitutes and other products that are marketed to replace breastfeeding, and alcoholic beverages industries. Both financial and non-financial interests, as defined by DOH AO 2021-0011, or the Implementing Guidelines of Section 35 of the *Republic Act No. 11223*, otherwise known as the "*Universal Health Care Act*", on Standards on Receipt, Assessment, and Management of Conflict of Interest, will be managed accordingly so as not to influence individual health behavior and/or implementation of programs.

C. Empowerment

1. Policies and programs shall endeavor to empower students, parents/guardians, teachers, personnel, and administrators to exercise control and elicit change over factors that determine their setting and health outcomes.
2. Policies and programs shall enable empowerment through continuous access to accurate, relevant, and comprehensive information, learning opportunities and skills for health, and funding support of other policies, plans, and programs.

D. Equity

1. Recognizing that vulnerabilities are socially determined, it is important to be cognizant of the equity considerations and implications of policies, plans, and programs. The needs of the marginalised shall be prioritised in the formation of policy and programs; and implementation of such to support equity in health and education.
2. Actions taken as part of this issuance shall contribute to reducing gaps in health and education access, opportunity, and outcomes.

VI. GENERAL GUIDELINES

- A. As the government institutions tasked with overseeing education and educational institutions and promoting the public's health and well-being, DSWD, DepEd, CHED, LEB, TESDA, DOH, and DILG shall ensure the implementation and enforcement of set guidelines and standards for healthy learning institutions, provide support to learning institutions in order to achieve these goals, and create and maintain a recognition or compliance system for individual institutions to be recognized as healthy learning institutions, in accordance with existing laws.
- B. The policies, activities, and implementation of the healthy learning institutions framework shall be in line with the six pillars of the WHO Health Promoting Schools Framework: 1) healthy school policies, 2) physical school environment, 3) social school environment, 4) health skills and education, 5) links with parents and communities, and 6) access to health services.
- C. The goals of the healthy learning institutions framework shall be guided by the key priority areas in the HPFS, as well as other existing health programs. The priority areas of the HPFS are: 1) Diet and Physical Activity, 2) Environmental Health, 3) Immunization, 4) Substance Use, 5) Mental Health, 6) Sexual and Reproductive Health, and 7) Violence and Injury Prevention. The overarching goal of health literacy and knowledge of health rights shall also be integrated in the curriculum, programs, and activities of the learning institution.
- D. DOH, DSWD, DepEd, CHED, LEB, TESDA, and DILG shall ensure the promotion of health of students, faculty, and personnel especially those with disabilities, senior citizens, pregnant and lactating women, members of indigenous groups, indigents, rebel returnees, and members who are part of the Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ+) Community and other vulnerable individuals.

VII. SPECIFIC GUIDELINES

A. Implementation Strategies

- 1. Streamline Healthy Learning Institutions' Governance Structure.**
 - a. An inter-agency National Technical Working Group on Healthy Learning Institutions (NTWG-HLI) shall be formed to provide a platform for coordination of health promotion strategies, development of an annual report of health promotion in learning settings, and monitoring and evaluation of the healthy learning institutions framework. The TWG shall be composed of a Chair, Co-Chair, members, and secretariat from relevant offices from DOH, DSWD, DepEd, CHED, LEB, TESDA, and DILG. DOH shall chair the TWG as the technical authority on health and the NTWG-HLI shall vote on a Co-Chair.
 - b. Learning Institution TWGs (LITWGs) shall also be formed within the learning institution. These TWGs shall monitor and ensure the proper adoption and implementation of the healthy learning institutions framework. The concerned National Government Agencies shall ensure the provision of guidelines for the creation and establishment of LITWGs in learning institutions under their jurisdiction.
 - c. As necessary, depending on the structure of the respective agency, regional, provincial or city level TWGs may be created by the respective NGAs, in accordance with existing laws.

- 2. Formulate Standards and Indicators for Healthy Learning Institutions.**
 - a. Each Education NGA shall formulate the standards and indicators that learning institutions under their respective jurisdictions would need to be recognized as healthy learning institutions. These standards shall be developed with the DOH, developed based on best available evidence and upon consultation with public health and education experts, learning institutions, among other stakeholders. The content of such shall follow, but is not limited to, the six pillars of a Health Promoting School, and the priority areas of DOH's HPFS, as well as education indicators. Standards ensuring the inclusion of health literacy and knowledge of health rights in institutional curriculum shall be integrated into the standards for designation as a healthy learning institution.

- 3. Develop and Implement Assessment and Recognition Mechanisms.**
 - a. The standards and indicators developed by the education NGA and DOH shall serve as criteria for recognizing compliant learning institutions as healthy learning institutions. Each Education NGA shall ensure that assessment mechanisms and recognition/compliance schemes for their respective education sub-sector integrating the healthy learning institutions standards and indicators are in place. The Education NGAs shall reassess the recognition status and compliance of learning institutions every three years, or more frequently, as may be necessary.
 - b. DSWD, DepEd, CHED, LEB, and TESDA shall serve as the recognition/awarding bodies for their respective learning institutions.

- c. As mandated by the UHC Law, an annual report of the assessments and the progress of the learning institutions shall be submitted to the President of the Philippines, Senate President, and Speaker of the House of Representatives.

4. Monitor and Evaluate the Implementation of Healthy Learning Institutions Framework

- a. The healthy learning institutions framework shall be evaluated for the effectiveness of methods, relevance of priority areas, and the framework in its entirety using both education and health indicators. The implementation of the healthy learning institutions framework shall be monitored and evaluated by the NTWG-HLI and NGAs. Each NGA shall ensure that a Monitoring and Evaluation Plan for the healthy learning institutions framework is in place. These may be included in the Manuals of Procedures. Monitoring and evaluation reports generated by NGAs will be reviewed and compiled by the NTWG-HLI.
- b. The NTWG-HLI or individual agencies may conduct and/or commission research studies for comprehensive evaluation of the framework.
- c. A compendium of best practices for implementers shall be maintained by DOH, DSWD, DepEd, CHED, LEB, TESDA, and DILG to aid NGAs and implementers in meeting the standards and to monitor successes of local learning institutions. This shall be maintained in accordance with Section 31 of the UHC-IRR.

5. Develop Manuals of Procedures.

- a. Manuals of procedures detailing the standards, indicators, enabling mechanisms, assessment mechanisms and monitoring and evaluation plan shall be developed by the Education NGAs. These shall be developed to be utilized by the agencies, relevant TWGs, LGUs, and learning institutions in the implementation of the healthy learning institutions framework.

B. Enabling Strategies

1. Ensure the Implementation of Capacity Building Activities and Integrate the Set Indicators and Standards.

- a. The DOH, DSWD, DepEd, CHED, LEB, TESDA, and DILG shall ensure that capacity building activities that focus on the healthy learning institutions framework for administrators, teachers, parents/guardians, and local chief executives are in place, and must be developed should there be no existing interventions. These activities shall support them in achieving the aforementioned priority areas and pillars and shall make these stakeholders aware of their role in health promotion.

2. Provide Technical Assistance and Support.

- a. The DSWD, DepEd, CHED, LEB, TESDA, and DILG shall develop, with technical assistance from the DOH, a compendium of best practices for the use of learning institutions to meet the standards for healthy learning institutions. The DOH shall enter into partnerships with DSWD, DepEd, CHED, LEB, and TESDA to provide support to individual learning institutions for the implementation of health-promoting activities.

3. **Develop Comprehensive Health Education, Advocacy and Information Campaigns.**

- a. The NGAs shall cascade relevant health information to learning institutions, teachers groups/unions, student councils, parents associations, and other stakeholders to facilitate the institutionalization of this framework. This information campaign shall encourage stakeholders to ensure the achievement of healthy learning institutions.

VIII. ROLES AND RESPONSIBILITIES

A. DOH shall:

1. chair the NTWG-HLI;
2. provide technical assistance and capacity-building activities to partner NGAs in the development of their respective Manuals of Procedures and other deliverables;
3. implement capacity-building activities to local counterparts on providing technical assistance for the implementation of this framework;
4. monitor and evaluate the HPFS to include suggestions from the evaluation reports of learning institutions, LGUs and other concerned bodies; and
5. prepare and submit technical and evaluation reports on the implementation of the framework to the NTWG-HLI.

B. DSWD, DepEd, CHED, LEB, and TESDA shall:

1. formulate and/or strengthen healthy learning institution standards, assessment mechanisms, enabling strategies for learning institutions under their jurisdiction to be designated as healthy;
2. implement capacity-building activities for their relevant agencies, offices and respective learning institutions on the framework and how to become a healthy learning institution;
3. carry out information campaigns to their relevant stakeholders and provide guidance to their respective learning institutions for implementation of this framework;
4. implement the relevant assessment mechanisms for designating healthy learning institutions under their jurisdiction; and
5. prepare and submit technical and evaluation reports on the implementation of the framework to the NTWG-HLI.

C. DILG shall:

1. collaborate with and capacitate LGUs anent the implementation of the healthy learning institutions framework;
2. provide policy issuance to ensure LGUs participation and resource support to the healthy learning institutions initiatives and to ensure that said information will be cascaded to all LGUs in the country; and
3. collate and submit feedback on the framework from LGUs to the NTWG-HLI.

D. LGUs shall:

1. coordinate with and support learning institutions to meet the relevant standards for healthy learning institutions;

2. develop counterpart local ordinances to ensure compliance with national directives at the local level and implement relevant programs, projects, and activities;
3. enforce pertinent issuances pertaining to the maintenance of healthy learning environments, such as Executive Order No. 326, s. 1941 entitled "Regulating the Operation of 'Bars,'" or Executive Order No. 26, s. 2017 entitled "Providing for the Establishment Smoke-Free Environments in Public and Enclosed Spaces;"
4. provide feedback and evaluation on the framework to the DILG.

E. The National Technical Working Group on Healthy Learning Institutions (NTWG-HLI) shall:

1. develop the healthy learning institutions framework;
2. provide guidelines on the appropriate content and outline of the Manuals of Procedures to be developed by the education NGAs;
3. provide a forum for information and knowledge sharing on national and international developments in the field of health promotion in education;
4. collate technical and evaluation reports on the implementation of the framework and evaluate and update the framework based on these reports.

F. The Learning Institutions Technical Working Group (LITWG) shall:

1. plan and ensure the proper implementation of the learning institution's policies and programs to be recognized as a healthy learning institution and coordinate with the relevant Education NGA for recognition/awarding;
2. establish partnerships with internal and external stakeholders, including LGUs, for more resources and fund support for policies and programs;
3. ensure the proper enforcement of pertinent issuances relating to the maintenance of healthy learning environments, such as Executive Order No. 26, s. 2017 entitled "Providing for the Establishment Smoke-Free Environments in Public and Enclosed Spaces;" and
4. provide feedback on the framework to the relevant Education NGAs.

IX. FUNDING

All agencies shall allocate necessary funding for the implementation of this policy.

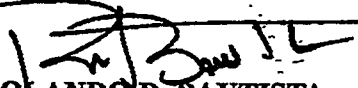
X. SEPARABILITY CLAUSE


Should any provision in this Order or any part thereof be declared invalid, the other provisions, insofar as they are separable from the invalid ones, shall remain in full force and effect.



XI. EFFECTIVITY


This Order shall take effect after fifteen (15) days following its publication in a newspaper of general circulation and upon filing three (3) certified copies to the University of the Philippines Law Center.



FRANCISCO T. DUQUE, III
Secretary
Department of Health

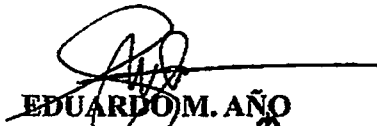

ROLANDO D. BAUTISTA
Secretary
Department of Social Welfare and
Development


LEONOR M. BRIONES
Secretary
Department of Education


J. PROSPERO E. DE VERA III
Chairperson
Commission on Higher Education 


ANNA MARIE MELANIE B. TRINIDAD
Chairperson
Legal Education Board


ISIDRO S. LAPEÑA
Director General
Technical Education and Skills
Development Authority


EDUARDO M. AÑO
Secretary
Department of the Interior and Local
Government



Republic of the Philippines
Department of Education
Region VI- Western Visayas
Schools Division of Capiz

**SUMMARY OF PWHS CHARACTERISTICS
FOR PARTICIPATION IN THE
2023 HEALTHY LEARNING INSTITUTIONS PILOT**

Region: VI- Western Visayas
Province: CAPIZ
Population as of December 31, 2022: 824, 061
Number of Components Cities: 1
Number of Component Municipalities: 0
Number of GIDA Municipalities: 11
Number of Barangays: 473
Number of GIDA Barangays: 59
Total Budget for FYI 2022: 8,057,000.00
Total Health Budget for FYI 2022: 0
Total Education Budget for FYI 2022:

NAME OF LAST MILE ELEMENTARY SCHOOL	DISTRICT	FULL ADDRESS	DISTANCE FROM CAPITAL IN AVERAGE TRAVEL TIME	NUMBER OF STUDENTS IN PREVIOUS SY	NUMBER OF TEACHERS	TOTAL EXPENDITURES IN PREVIOUS SY
SAN ANTONIO ES	CUARTERO	San Antonio, Cuatero, Capiz	24 kms	245	9	314,450.00
CARATAYA ES	CUARTERO	Carataya, Cuartero, Capiz	19kms	164	10	299,250.00
QUINAYUYA ES	DAO	Quinayuya, Dao, Capiz	15kms	100	9	228,950.00
ILAS NORTE ES	DAO	Ilas Norte, Dao, Capiz	15kms	263	14	333,450.00
BUTACAL ES	PANAY	Butacal, Panay, Capiz	28kms	143	8	255,550.00
NAVITAS ES	PANAY	Navitas, Panay, Capiz	35kms	164	8	259,350.00
BANTIGUE ES	PANAY	Bantigue, Panay, Capiz	28kms	162	8	247,950.00
Aglanot IS	Dumarao	Aglanot, Dumarao, Capiz	28	506	24	355,300.00
BUNTOD ES	PANAY	Buntod, Panay, Capiz	10kms	170	7	268,850.00
LANIPGA ES	PANAY	Lanipga, Panay, Capiz	15kms	65	4	181,450.00
San Martin ES	Dumalag	San Martin Dumalag Capiz	15kms	80	7	225,150.00
JAMUL AWON ES	PANAY	Jamul-awon, Panay	18kms	99	8	235,600.00
AGBANOG ES	PONTEVEDRA	Agbanog, Pontevedra, Capiz	14kms	169	7	258,400.00
AMELIGAN ES	PONTEVEDRA	Ameligan, Pontevedra, Capiz	9kms	190	9	277,400.00
San Agustin ES	Dumalag	San Agustin Dumalag Capiz	15kms	107	9	232,750.00
GABUC ES	PONTEVEDRA	Gabuc, Pontevedra, Capiz	18kms	39	3	189,050.00
MANAPAO ES	PONTEVEDRA	Manapao, Pontevedra, Capiz	18kms	67	3	216,600.00

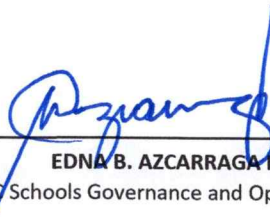
GUISE IS *	PILAR	Dulangan, Pilar, Capiz	8kms	233	11	244,150.00
MADULANO ES	PRES. ROXAS	Madulano, Pres. Roxas, Capiz	5kms	111	8	230,850.00
PANDAN ES	PRES. ROXAS	Pandan, Pres. Roxas, Capiz	10kms	77	7	221,350.00
SANGKAL ES	PRES. ROXAS	Sangkal, Pres. Roxas, Capiz	6kms	50	5	205,200.00
ARTUZ ES	TAPAZ WEST	Artuz, Tapaz West, Capiz	22kms	168	9	278,350.00
AGCOCOC ES	TAPAZ WEST	Agcococ, Tapaz West, Capiz	25kms	104	8	242,250.00
ROXAS ES	TAPAZ WEST	Roxas, Tapaz West, Capiz	19kms	280	13	365,750.00
ACUNA ES	TAPAZ EAST	Acuna, Tapaz East, Capiz	31kms	91	8	231,800.00
GUINBI-ALAN IS	MAAYON	Guinbi-alan, Maayon, Capiz	32kms	211	15	244,150.00
QUINABONGLAN ES	MAAYON	Quinabonglan, Maayon, Capiz	37kms	138	7	235,600.00
PARALLAN ES	MAAYON	Parallan, Maayon, Capiz	28kms	97	8	224,200.00
Telesforo Aperocho ES	SAPIAN	Damayan, Sapián, Capiz	18kms	155	9	261,250.00
UBOG ES	JAMINDAN	Jaena Sur, Jamindan, Capiz	15kms	247	15	289,750.00

Prepared by:



JOY ARNOLD T. LEJOS, MD
Medical Officer III

Noted by:



EDNA B. AZCARRAGA PHD
EPS/OIG Schools Governance and Operations Division

Approved by:



MIGUEL MAC D. APOSIN, EdD, CESO V
Schools Division Superintendent